

National Education Knowledge Industry Association



“Using Knowledge for a Change”

2006 Executive Retreat

July 10-12, 2006

**The Aspen Institute
Aspen Meadows Resort
845 Meadows Road
Aspen, Colorado**

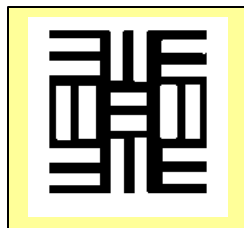


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National Education Knowledge Industry Association

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June 29, 2006

Dear Retreat Participants,

“Can’t wait”...That’s what members of the planning committee said several weeks ago when we put the finishing touches on the agenda for our “Using Knowledge for a Change” retreat. Indeed there is much to look forward to at this unique gathering of great minds and big ideas in a truly splendid setting.

Take a look at the agenda and you will find that the planning committee has crafted a fine mix of activities to pursue the retreat’s three goals:

- Gain new insights about the future of education, entrepreneurship, innovation, and knowledge management.
- Consider new ways for using knowledge to stimulate change in education
- Generate new ideas for NEKIA’s quality standards for knowledge use

We are particularly honored to have as special guests, our new friends from Edison Schools, the KnowledgeWorks Foundation, the Institute for the Future and the Institute for the Study of Knowledge Management in Education. They have generously offered to share some of their own unique insights and they look forward to the planned discussions with you.

And, yes, there will be ample opportunity for mixing and sharing among all of you both in structured formats and informal settings. In effect, we hope to create our own community of knowledge for our together time in Aspen... acquiring, managing, and using knowledge for a change in our collective and individual thinking. Exciting possibilities to be sure!

We want to applaud the work of the planning committee over the past six month. Kudos to Paul Kimmelman, Nancy Ames, Chris Dwyer, John Waters (as well as the two of us) for putting together such a fine plan. No need to wait much longer!

Carol Thomas
2006 Board Chair

Jim Kohlmoos
President and CEO

LOGISTICS

Dear Participants,

We are very excited about the wonderful setting and facilities for this retreat. We will do all that we can to make our time together productive and convenient for all of you. Please don't hesitate to contact me with any changes in your plans or questions about the logistics. See you in Aspen!

John Waters
Office Manager, NEKIA
waters@nekia.org
202-518-0847

Attire: Casual and comfortable

Weather: Summer high temperatures extend into the 70's and mid 80's, with cool evenings that can often dip into the 30's. Afternoon summer thunderstorms are common. Snow is possible at any time of year in the highest elevations.

High altitude: Aspen is a high altitude town (almost 8000' in elevation). It will take some time to adjust. Walk slowly, drink lots of water and cut down on caffeine and alcohol.

Books: Last month we shipped to you three publications. We suggest that you read them before the retreat.

- *Crash Course: Imagining a Better Future for Public Education*, by Chris Whittle, 2005.
- *Implementing NCLB: Creating a Knowledge Framework to Support School Improvement*, by Paul Kimmelman, 2006.
- *Knowledge Management in Education: Defining the Landscape*, monograph by Lisa A. Petrides and Thad R. Nodine, The Institute for the Study of Knowledge Management in Education, 2003.

Retreat Book: We ask that you print this document and bring it with you to the retreat.

Daytime Meals: Breakfast and lunch on July 11th and July 12th will be in the Meadows Restaurant, the main dining room, with a buffet style arrangement. The restaurant is located on the lower level of the Bandar Reception Center.

Dinners: The dinner on July 10th will be in the Bernhard Room, on the lower level of the Bandar Reception Center. The dinner on July 11th will be at the Pine Creek Cookhouse, which is about 30 minutes from the Aspen Meadows Resort. We have arranged for several Aspen Meadows vans to provide group transportation to and from the restaurant.

Spouses: Please contact me, if you would like to reserve a space for your spouse at one or both dinners.

RETREAT AGENDA

“Using Knowledge for a Change”

NEKIA’s 2006 Executive Retreat

Goals

- Gain new insights about the future of education, entrepreneurship, innovation, and knowledge management.
- Consider new ways for using knowledge to stimulate change in education
- Generate new ideas for NEKIA’s quality standards for knowledge use

Monday, July 10

Location:	Bernhard Room, on the lower level of the Bandar Reception Center
5:00 p.m.	Retreat Registration
6:00-6:30 p.m.	Reception
6:30-7:30 p.m.	Welcome Dinner
7:30-8:30 p.m.	“Using Knowledge for a Change” Introductions and overview by <ul style="list-style-type: none">▪ Jim Kohlmoos, NEKIA▪ Carol Thomas, NWREL Presentation and Discussion by <ul style="list-style-type: none">▪ Lisa Petrides, Institute for the Study of Knowledge Management in Education

Tuesday, July 11

Location of meeting:	Lauder Room, Koch Seminar Building
Up to 8:00 a.m.	Breakfast (buffet in Meadows Restaurant, lower level of Bandar Reception Center)
8:00 a.m.-Noon	“Education Map of the Decade” *** Presentation and discussion by <ul style="list-style-type: none">▪ Bob Johansen, Institute for the Future▪ Barbara Diamond, KnowledgeWorks Foundation▪ Anthony Weeks, Institute for the Future and The Grove
Noon-1:30 p.m.	Lunch (buffet in Meadows Restaurant, lower level of Bandar Reception Center)
1:30-3:30 p.m.	“Knowledge, Innovation and Entrepreneurship in Education” Presentation and discussion by <ul style="list-style-type: none">▪ Chris Whittle, Edison Schools

- 6:30 p.m. Depart from Bandar Reception Center by van for dinner at Pine Creek Cookhouse
- 7:00-7:30 p.m. Reception
- 7:30-9:30 p.m. **“Full Moon and Full of Knowledge”**
Dinner (no agenda)

Wednesday, July 12

- Location of Meeting: Lauder Room, Koch Seminar Building
- Until 9:00 a.m. Breakfast (buffet in Meadows Restaurant, lower level of Bandar Reception Center)
- 9:00-10:00 a.m. **“Connecting the Dots Inside and Outside of the Box”**
Small group discussions facilitated by
 - Paul Kimmelman, Learning Point Associates
- 10:00-10:15 a.m. Break
- 10:15-Noon **“Towards Developing NEKIA Standards for Knowledge Use”**
(See pages 22-25 for draft standards)
Small group discussions facilitated by
 - Carol Thomas, NWREL
 - Chris Dwyer, RMC
 - Nancy Ames, EDC
- Noon-12:15 p.m. **“Knowledge Perspectives and NEKIA’s Space”**
Comments by
 - Lisa Petrides, ISKME
- 12:15-12:30 p.m. **“What Do You Think?”**
Round-the-table closing comments facilitated by
 - Jim Kohlmoos, NEKIA
 - Carol Thomas, NWREL
- From 12:30 p.m. Lunch buffet in the Meadows Restaurant, lower level of Bandar Reception Center

***** [More about the session with the Institute for the Future and KnowledgeWorks Foundation during the morning of July 11.](#)**

The Institute for the Future has worked with KnowledgeWorks Foundation to create a customized map of external future forces that are likely to have major impacts on education over the next decade - with a focus on K-12 and disadvantaged kids. The purpose of the map is not to predict the future, but to provoke people who care about education to think about it in new ways – to gain new insights, consider new actions, and understand the present with new perspectives - including a consideration of future forces outside education.

At this session, IFTF and KWF will introduce the draft map to you and lead a discussion on how the map can best be used to stimulate useful conversations about innovations and alternative futures for education and learning.

The first edition of the map, which is a prototype, will be published and disseminated in autumn, 2006. Participants will explore the tools and processes that its creators hope will encourage the most effective uses of the map by the broadest ranges of audiences. One key advantage to using a map to stimulate conversations and strategic thinking is that it provides a way to keep many complex ideas in mind at one time. Public education has been plagued for the past generation by serial “silver bullets” that sometimes have value but usually don’t fit into any big picture. As you will learn from first-hand experience, the map fosters a robust approach to thinking about - and planning for - the future. It holds the promise of inspiring lasting improvements.

PARTICIPANTS & DISCUSSION GROUPS

Discussion Group #	Participant	Organization	Address	Email Address
1	Nancy Ames	EDC	55 Chapel Street Newton, MA 02458	names@edc.org
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2	Ludy van Broekhuizen	SERVE Center	PO Box 5367 Greensboro, NC 27435	lvbroekh@serve.org
2	John Waters	NEKIA	1718 Connecticut Avenue, NW, Suite 700 Washington, DC 20009	waters@nekia.org
	Anthony Weeks	Institute for the Future	124 University Avenue, 2nd Floor Palo Alto, California 94301	
	Chris Whittle	Edison Schools	521 Fifth Avenue, 11th Floor New York, NY 10175	cwhittle@edisonschools.com

PRESENTERS AND DISCUSSANTS

Barbara M. Diamond and KnowledgeWorks Foundation

Ms. Diamond is the Vice-president for Education Strategy at KnowledgeWorks Foundation. Previously, she was responsible for one of the Foundation's major program areas – Communities and School Facilities – and for the Foundation's public policy work. The Foundation is Ohio's largest education philanthropy, with a mission to increase access to education throughout Ohio. Its other major program areas are College and Career Access, and School Improvement. All of its work is designed to empower communities to improve education.

Ms. Diamond received her bachelor's and J.D. degrees from Harvard University. She has been admitted to the bar in Minnesota, Massachusetts, and Ohio. She has extensive experience as an attorney and policy analyst. She has served as staff attorney for the Education and Higher Education Committees of the Minnesota House of Representatives, and for the Committees on Criminal Justice and Ways and Means of the Massachusetts Senate. Before moving to Cincinnati in 1999, she served as Counsel for Policy Development for the Massachusetts Supreme Judicial Court, helping the Chief Justice to implement a strategic vision for the future of the state's court system.

KnowledgeWorks Foundation grounds our work in collaboration — connecting schools and communities; and connecting our work with researchers, practitioners, and education leaders across the country. The Foundation is committed to learning from and sharing lessons learned with others in Ohio and across the nation to help inform public policy. By transforming high schools, improving college and career access, and engaging the community, the Foundation will unleash the power of education to improve lives, communities, and society.

Our Mission

KnowledgeWorks Foundation will increase the number and diversity of people who value and access education, by creating and improving educational opportunity at pre-kindergarten through high school and post-high school institutions, and through community organizations.

Our Vision

KnowledgeWorks Foundation is committed to furthering universal access to high-quality educational opportunities for individuals to achieve success and for the betterment of society.

Empowering Communities to Improve Education

Education improves lives and society. KnowledgeWorks Foundation strives to create universal access to high quality education in Ohio. The Foundation follows a unique approach to education philanthropy: *fund, facilitate, and do*. We believe this method of *investing, supporting, and actively participating* maximizes our efforts to improve education in Ohio.

Students, parents, teachers, principals, superintendents, officials, business professionals, and community members inspire and inform KnowledgeWorks Foundation's efforts to transform education in Ohio and achieve our vision of universal access to high quality education. The Foundation and education's many stakeholders must work together to further improve education in Ohio.

We ground our work in research and create partnerships dedicated to producing measurable results. KnowledgeWorks Foundation shares knowledge gained and the lessons learned at the local, state, and national levels. We believe that barriers to education can be eliminated by collaborating with public and private partners across the state and nation that share this principle: education is the key to the success of individuals and the betterment of society.

KnowledgeWorks Foundation focuses on three key goals:

- 1) Transform large, comprehensive urban high schools into small, successful schools.
- 2) Increase the number of Ohioans who pursue postsecondary education.
- 3) Encourage communities to invest in their schools, and schools to engage the community.

High Schools

Students in Ohio's urban high schools demonstrate serious shortcomings in academic performance. Over the course of five years, KnowledgeWorks Foundation's high school initiatives will work to change urban schools dramatically, and forever alter the conventional wisdom about how schools are designed and organized. These initiatives and the results they produce are based on research, best practices, and local insights. KnowledgeWorks Foundation advocates for successful small high schools, Early College high schools, and an integrated system of education, which not only focuses on academic achievement but also the social support structures necessary for student success.

College Access

To successfully compete in today's knowledge-based economy; every Ohio resident must have the ability to complete some level of postsecondary education. Education and training beyond high school not only fosters individual development but also helps ensure Ohio's economic future. Through a variety of programs, KnowledgeWorks Foundation helps more Ohioans access and complete postsecondary education and training.

Community Engagement

Schools must engage their communities, and communities must invest in their schools. In a growing number of communities across the country, this reciprocal relationship leads to more effective schools, healthier neighborhoods, and stronger civic life. At its best, community engagement brings *all* segments of the community together to discuss issues that affect a community's quality of life. KnowledgeWorks Foundation supports school-community alliances. Schools that engage their communities and serve as focal points for community activities achieve the school's academic mission but also support life-long learning in their communities.

Bob Johansen and the Institute for the Future

Bob has worked for more than 30 years as a forecaster, exploring the human side of new technologies. He has a deep interest in the future of religion and its impact on business, society, and individuals. Bob works mainly with senior corporate executives across a wide range of industries. He has rich experience in presenting IFTF's foresight and then drawing out insights-inputs to strategy-and-action steps.

Bob served as IFTF's president and CEO from 1996 to 2004. Still on IFTF's Board and the IFTF Leadership Team, Bob now spends most of his time with IFTF sponsors, writing, public speaking, and facilitating content.

Before his role as president, Bob created and led IFTF's program on emerging information technologies-now called the Technology Horizons Program. Since joining the IFTF staff in 1973, he has explored the social and organizational impact of new technologies. One of the first social scientists to study the human and organizational impacts of communications and computing technologies, his focus is primarily three to five years out, going as far as ten years when possible, and occasionally as far as 20 years.

Bob is a frequent keynote speaker. He has taught both graduate and undergraduate courses. He is the author of six books, including *Upsizing the Individual in the Downsized Organization* with novelist Rob Swigart, a guide for organizations undergoing technological change and reengineering, and *GlobalWork* with Mary O'Hara-Devereaux, a guide to managing global, cross-cultural teams.

A social scientist with an interdisciplinary background, Bob holds a BS degree from the University of Illinois, where he also played varsity basketball, and a Ph.D. from Northwestern University. Bob also has a divinity school degree from what is now called Colgate Rochester Crozer Divinity School, where he studied comparative religions.

The Institute for the Future (IFTF) is an independent nonprofit research group. We work with organizations of all kinds to help them make better, more informed decisions about the future. We provide the foresight to create insights that lead to action.

We bring a combination of tools, methodologies, and a deep understanding of emerging trends and discontinuities to our work with companies, foundations, and government agencies. We take an explicitly global approach to strategic planning, linking macro trends to local issues in such areas as:

- Work and daily life
- Technology and society
- Health and health care
- Global business trends
- Changing consumer society

The Institute is based in California's Silicon Valley, in a community at the crossroads of technological innovation, social experimentation, and global interchange. Founded in 1968 by a group of former RAND Corporation researchers with a grant from the Ford Foundation to take leading-edge research

methodologies into the public and business sectors, the IFTF is committed to building the future by understanding it deeply.

The Institute for the Future focuses on emerging trends and discontinuities that will transform the global marketplace. Our research focuses on:

- Consumers
- Technology
- Health and health care
- Workplace
- Global business trends

Our research generates the foresight needed to create insights about the future business environment that lead to action. The results are customized winning strategies and successful new businesses.

We share our research and insights in a variety of ways. We combine our content with facilitation processes and offer the following services:

How We Do It

Our research team includes a group of researchers that combine deep expertise in their fields with an eye for the future implications and practical impacts that flow from their research results. We also work with a large network of affiliates that broadens and deepens our knowledge in many areas. Our staff members use a range of methodologies to uncover new trends and develop forecasts including:

- Surveys and quantitative analysis
- Ethnographic techniques
- Expert workshops and interviews
- Scenario development
- Modeling
- Mapping

<http://www.iftf.org/what/index.html>

Lisa Petrides and Institute for the Study of Knowledge Management in Education

Lisa Petrides, Ph.D. is president and founder of the Institute for the Study of Knowledge Management in Education (ISKME), a non-profit educational research think tank located in Half Moon Bay, CA. ISKME conducts research studies that seeks to understand how those within education organizations build capacity to systematically collect and share information, apply it to well-defined problems, and create knowledge-driven environments focused on student learning and institutional success. ISKME projects also include the development of research and tools for use and reuse of open content; developmental education and online learning; the supply and demand for information and knowledge sharing, as well as the design and implementation of a web-based portal to stimulate use of high-quality open education resources. A former professor in the Department of Organization and Leadership at Columbia University, Teachers College, she received a Ph.D. in Education from Stanford University and an MBA from Sonoma State University, and was a postdoctoral fellow in Educational Policy Research Division at Educational Testing Service.

Dr. Petrides is widely published and has given many presentations and keynote addresses. Her publications include: “Data Use and School Reform,” in *Technology Horizons in Education*, “Anatomy of Schools System Improvement: Performance-Driven Practices in Urban School Districts,” report for NewSchools Venture Fund, “Democratize the Data on Campuses,” in *The Chronicle of Higher Education*; “The Squeeze of Accountability in Higher Education: The Challenges of Using External Mandates to Create Internal Change,” in *Planning for Higher Education; Turning Knowledge Into Action: What’s Data Got To Do With It*, published by the League for Innovation in the Community College; and “Organizational Learning and the Case for Knowledge-Based Systems,” in *New Directions for Institutional Research*, and “Knowledge Management for School Leaders: An Ecological Framework for Thinking Schools,” in *Teachers College Record*.

The Institute for the Study of Knowledge Management in Education (ISKME) is an independent, nonprofit educational research think tank that conducts social science research, develops research-based tools and resources, and facilitates community-building with the goal of helping educational institutions increase capacity to collect and share information, apply it to well-defined problems, and support inquiry and continuous improvement directed toward student success and organizational learning.

By leveraging principles of knowledge management, ISKME's research examines the capacity of the education sector--schools, colleges, universities, and the organizations that support them--to systematically collect data and information; improve decision-making at all levels; explore the impacts of programs and services within the context of enduring opportunities for systemic improvement; and ultimately create human-centered environments that use and advance knowledge to support continuous learning and improvement. ISKME also examines and assists in developing federal, state, and system-level policies that promote data use and knowledge-based decision-making in schools and on campus.

www.iskme.org

Chris Whittle and Edison Schools

Chris, an entrepreneur with more than 25 years of leadership experience in the fields of education and publishing, conceived and founded Edison Schools in 1992. He was founder and chairman of Whittle Communications, one of America's largest student publishers. In 1989, Whittle converted its print businesses to electronic ones, launching Channel One, the first national electronic news system, which today serves 12,000 middle and high schools throughout the United States, providing 8 million students with domestic and international news each morning. Channel One's programming has received a host of awards, including the Peabody Award, one of television journalism's highest accolades. The company was sold to K-III Communications in September 1994. From 1979 to 1986, Chris was also chairman and publisher of Esquire magazine.

Founded in 1992, Edison Schools partners with school districts, charter boards, and states to raise student achievement and educational outcomes through its research-based school design and curriculum, achievement management solutions, professional development, and extended learning programs.

In 2005-2006, Edison Schools estimates it will serve more than 330,000 students in 25 states, the District of Columbia, and the United Kingdom. Approximately 61,000 students attend 136 schools at 101 sites managed by Edison District Partnership Division, Edison Charter Schools Division and Edison Alliance; more than 115,000 students are expected to participate in after-school, summer school, and SES programs offered by Newton Learning and Newton Learning SES; approximately 135,000 students will benefit from achievement management solutions provided by Edison's Tungsten Learning, and approximately 20,000 students are being served by Edison Schools UK programs.

Between 1992 and 1995 and in on-going efforts, Edison's team of leading educators and scholars has conducted intensive research to develop its school design and support systems. Edison opened its first four schools in August 1995, and has grown rapidly in every subsequent year.

[HTTP://WWW.EDISONSCHOOLS.COM/OVERVIEW/OV0.HTML](http://www.edisonschools.com/overview/ov0.html)

MISSION, PRINCIPLES, DRAFT STANDARDS

SPECIAL NOTE: During the mid-morning session on Wednesday July 12, we will break into small discussion groups to analyze and modify the draft standards developed by the planning committee. Please review these draft standards prior to the session. You may want to reference all of the standards that the planning committee collected and considered in the next section.

NEKIA MISSION AND PRINCIPLES

NEKIA Mission

NEKIA's mission is to advance the development and use of knowledge-based solutions to improve schools and help all students achieve. NEKIA believes that equity and excellence should be the foundation for improving teaching and learning, which must also be fully supported by the effective use of knowledge. The association's members are committed to creating new and better approaches to knowledge use to support education programs and policies at the federal, state, tribal, and local levels.

NEKIA Principles

NEKIA's mission is supported by four core principles:

Useable Knowledge: Knowledge that is used to shape policy and practice should be derived from the best available empirical evidence, informed by sound professional judgment.

Key Stakeholders: The effective use of knowledge requires on-going collaboration among five stakeholder groups: educators, policymakers, researchers, developers and providers, and intermediaries.

- *Educators* need to be involved in all phases of the knowledge development and utilization process.
- *Policymakers* need to develop the capacity to integrate knowledge and effective educational practice into the decision making apparatus.
- *Researchers* need to focus on rigor, relevance, and replication in addressing practical questions of effectiveness.
- *Developers and Providers* need to use the best available knowledge in developing and delivering their products and services.
- *Intermediaries* need to facilitate productive collaborations and relationships among stakeholders, help interpret and disseminate findings, conduct applied research, and provide capacity-building assistance.

Cumulative Processes: Effective knowledge use depends upon exchanges of data and information among the stakeholders, and a continuous process of research, application, and adaptation. As knowledge is used and adapted, new knowledge is created and applied in a cumulative, iterative fashion.

High Priority Policies: School improvement policies at the federal, state, and local levels should focus on the effective use of knowledge and create incentives to stimulate the demand for, and supply of, knowledge-based solutions.

NEKIA Standards
(Drafted by the Retreat Planning Committee for Discussion Purposes)

Knowledge Production and Acquisition

The process of developing and/or acquiring knowledge through the use of rigorous research and evaluation methods in concert with existing theory and professional judgment.

Proposed Standards	Comments
<ul style="list-style-type: none"> • NEKIA member organizations subscribe to accepted professional standards for research and evaluation design, methodology, and reporting, e.g., AERA, APA, SRCD, AEA. 	
<ul style="list-style-type: none"> • NEKIA member organizations conduct the full range of stages and types of research and evaluation, including initial feasibility testing, pilot testing, small-scale field testing under controlled conditions, replication and scale-up studies. 	
<ul style="list-style-type: none"> • NEKIA member organizations are careful to match the type of study to the problem or question, taking into account the extent and quality of relevant existing research. 	
<ul style="list-style-type: none"> • NEKIA member organizations adhere to ethical and human subjects standards, e.g., informed consent, confidentiality, approval of methods and instruments by review boards. 	
<ul style="list-style-type: none"> • NEKIA member organizations use multiple sources of evidence, valid and reliable data collection approaches, and methods of analysis that are appropriate to the questions being addressed. 	
<ul style="list-style-type: none"> • NEKIA member organizations examine differential effects of programs, practices, products, and services on various population groups or sites, including attention to unintended consequences of interventions. NEKIA member organizations take into account contextual factors that may limit the generalizability of research findings. 	

Proposed Standards	Comments
<ul style="list-style-type: none"> • NEKIA member organizations take into account contextual factors that may limit the generalizability of research findings. 	
<ul style="list-style-type: none"> • In reporting findings, NEKIA member organizations strive for transparency, that is, they identify the problems which prompt research; make explicit the relationships to past research; detail major assumptions and methodology (e.g. sampling, instrumentation, data collection and analysis methods); and document the process of drawing implications from findings. 	

Knowledge Management and Translation

The process of organizing, synthesizing, and making usable information from multiple sources so that it is accessible, understandable, and useful for a wide array of stakeholders.

Proposed Standards	Comments
<ul style="list-style-type: none"> • NEKIA member organizations subscribe to accepted standards when preparing research reviews and syntheses, e.g., meta-analysis procedures. 	
<ul style="list-style-type: none"> • NEKIA member organizations promote policies and practices and set up administrative procedures that facilitate knowledge management within their own organizations and in their work with others. 	
<ul style="list-style-type: none"> • NEKIA members translate research findings into usable tools, resources, and knowledge-based solutions to improve education outcomes. 	
<ul style="list-style-type: none"> • NEKIA members subject their work to internal quality control processes, including using expert advisors and pilot testing with end users. NEKIA members conduct external reviews of work that include reviewers with research, content, and stakeholder/practitioner expertise. 	
<ul style="list-style-type: none"> • NEKIA member organizations use technology for knowledge management, including knowledge sharing. 	

Knowledge Dissemination and Application or Use

Promoting the use of knowledge-based solutions to solve important and enduring educational problems.

Proposed Standards	Comments
<ul style="list-style-type: none">• NEKIA member organizations are active participants in many communities of practice, and seek out opportunities to collaboratively share data and information.	
<ul style="list-style-type: none">• NEKIA member organizations use knowledge about learning and organizational change to craft communication, professional development and technical assistance strategies.	
<ul style="list-style-type: none">• NEKIA member organizations provide professional development and technical assistance that develop organizational capacity for continuous improvement as well as knowledge and skills.	
<ul style="list-style-type: none">• NEKIA member organizations make explicit connections between evidence-based knowledge and enhanced student outcomes.	

STANDARDS SOURCES

Special Note: In developing the draft standards for our retreat, the planning committee collected and analyzed a wide range of standards from many organizations. On the following pages, you will find a compendium of the standards.

WHAT IS QUALITY?

SUBJECT-STANDARDS	ORGANIZATION	URL	NOTES
I. STANDARDS FOR SUBJECT MATTER CURRICULUM AND STUDENT LEARNING			
Arts standards	The Kennedy Center: ArtsEdge	http://artsedge.kennedy-center.org/teach/standards.cfm	Developed by the Consortium of National Arts Education Associations (under the guidance of the National Committee for Standards in the Arts), the National Standards for Arts Education is a document which outlines basic arts learning outcomes integral to the comprehensive K-12 education of every American student. The Consortium published the National Standards in 1994 through a grant administered by MENC, the National Association for Music Education.
English as a second language (ESL) standards	Center for Applied Linguistics (CAL)	http://www.cal.org/eslstandards/	CAL helped the Teachers of English to Speakers of Other Languages (TESOL) association develop and implement standards for the effective instruction of English as a second language (ESL) to pre-K—12 students in the United States.
Foreign language learning standards: Executive Summary	American Council of the Teaching of Foreign Languages (ACTFL)	http://www.actfl.org/i4a/pages/index.cfm?pageid=3324	Discussion of foreign language attainment in the classroom.
High School Graduation Requirements	Education Commission of the States (ECS)	http://www.ecs.org/html/ofsitesite.asp?document=http%3A%2F%2Fmb2%2Eecs%2Eorg%2Freports%2FReport%2Easpx%3Fid%3D735	Includes all standard High School Graduation Requirements by U.S. State.
Mathematics standards	National Council of Teachers of Mathematics	www.nctm.org/standards/overview.htm	They cite six principles for school mathematics: equity; curriculum; teaching; learning; assessment; and technology. The

			standards are grouped around five content standards and five process standards. The content standards describe the five strands of content that students should learn and the five process standards highlight ways of acquiring and applying content knowledge.
National Standards for Students: access to national standards for all major subject areas	Education World: The educator's best friend	http://www.education-world.com/standards/national/index.shtml	Education World presents the objectives of the voluntary National Education Standards for the major subject areas as a means for educators to stay abreast of the current efforts being made in the area of National Standards.
PE standards	<u>National Association for Sport and Physical Education (NASPE)</u>	http://www.aahperd.org/naspe/template.cfm?template=programs-ncate.html#standards	The physical education Content Standards come from the National Association for Sport and Physical Education .
Standards to Identifying Students with Special Ed need. IEP Structure	U.S. Department of Education: Office of Special Education and Rehabilitative Services (OSERS)	http://www.ed.gov/parents/needs/speced/iepguide/index.html	Lists the IEP objectives and structure. This guide was developed by the U.S. Department of Education, with the assistance of the National Information Center for Children and Youth with Disabilities (NICHCY).
Subject matter standards nationally and by state	National Education Association (NEA)	http://www.nea.org/classroom/curr-standards.html	Lists national and state K-12 curriculum standards.
Technology standards	The International Society for Technology in Education (ISTE)	http://www.iste.org/Template.cfm?Template=/Search/SearchDisplay.cfm	ISTE's National Educational Technology Standards (NETS) describe what students, teachers, and administrators should know and be able to do with technology to improve educational outcomes. ISTE's NETS are scalable, evidence-based educational technology standards with broad application around the globe. More than 90% of all states in the United States use NETS or a NETS derivative for

			educational technology planning.
II. STANDARDS FOR PROGRAMS			
After School Programs Accreditation	National Afterschool Association (NAA)	http://www.naaweb.org/accreditation.htm	In 1998, the National AfterSchool Association launched a nationally recognized system of Program Improvement and Accreditation-based on the organization's Standards-that promotes quality in afterschool programs serving children and youth, 5 to 14 years. The Accreditation system provides an objective standard of evaluation and has been accepted by state agencies establishing tiered reimbursement for quality programs. To date, more than 550 programs around the world have received and maintain NAA Accreditation. For an overview of the NAA Accreditation process, see "Steps and Pricing" in the Accreditation section of the organization's website.
Afterschool Program Standards	<u>Northwest Regional Educational Laboratory</u>	http://www.nwrel.org/request/jan99/article7.html	After-school programs (Seppanen, 1993; National Elementary School Principals, 1994; Carnegie Council on Adolescent Development, 1994). It addresses six components of quality programs: safety, health and nutrition, organization, staff, space, and activities. While it would be difficult for an after-school program to meet all the listed criteria (criteria's relevance is dependent upon the focus age group), it is important that these factors are at least considered as program goals are developed.
Character Education Quality Standards	Character Education Partnership (CEP)	www.character.org/site/	Character education quality standards outlines key components of effective character education and allows schools and districts to evaluate their efforts in relation to these criteria. Their standards are based on CEP's <i>Eleven Principles of Effective Character Education</i> .
Charter Schools Standards	National Education Association (NEA)	http://www.nea.org/charter/index.html	State laws and regulations governing charter schools vary widely. NEA's state

			affiliates have positions on charter schools that are appropriate to the situation in their states. <u>NEA's policy statement</u> sets forth broad parameters, and minimum criteria by which to evaluate state charter laws.
NAA AfterSchool standards for quality school age care	National Afterschool Association (NAA)	http://www.naaweb.org/publications.htm	This resource describes the practices that lead to quality programs for young people ages 5 to 14 in their out-of-school time. The manual is a result of the field-testing and review of hundreds of practitioners nationwide and is the basis of the NSACA program improvement and accreditation system. The 144 standards are organized into 36 keys to quality. The resource includes more than 400 examples to illustrate the standards and a questionnaire to help programs determine when they are ready to move toward program self-study and accreditation.
Nutrition Standards	United States Department of Agriculture (USDA)	http://www.fns.usda.gov/t/resources/roadtosuccess.html	USDA began work on an initiative to promote consistency with the Dietary Guidelines in the school meal program. The Road to SMI Success - A Guide for School Foodservice Directors provides guidance to school foodservice directors, supervisors and managers on successfully implementing USDA's School Meals Initiative for Healthy Children (SMI) within the scope of daily practices. It includes information on menu planning options, daily foodservice practices and tips to meet nutritional requirements for school meals, Team Nutrition, and preparing for an SMI review.
Pre-School Program Criteria for certifying an educational practice, program,	National Association for the Education of Young Children (NAEYC)	http://naeychq.naeyc.org/textis/search/?query=nutrition+standards&pr=naeyc	The performance category identifies an area of functioning related to a specific NAEYC early childhood program standard and its accreditation criteria. Collectively, performance categories provide a professional taxonomy of the essential features of an excellent early childhood

service, etc. as “promising.” NAEYC early childhood program standard and its accreditation criteria.			program. In regards to age groups this provides an overall organizational structure for NAEYC's accreditation criteria. Five groups organize the accreditation criteria: One universal group includes criteria that are applicable to all NAEYC-accredited programs (regardless of the developmental level of children served). Four groups address specialized accreditation criteria for programs serving: infants, toddlers and twos, preschoolers and kindergartners. In demonstrating that they meet each of the ten early childhood program standards, NAEYC-accredited programs must address, at minimum, accreditation criteria tied to two accreditation groups: the universal group and at least one of the specialized age groups.
Service Learning	Corporation for National and Community Service	http://nationalserviceresources.org/epicenter/practices/index.php?ep_action=view&ep_id=816	An outline that includes the planning, implementing and assessment phases of a service-learning project, using materials excerpted from the Northwest Regional Educational Laboratory's Service Learning Toolbox: Work Pages and Checklists to Help You Get Started and Keep You Going (October 2000).
III. PROFESSIONAL/PERSONNEL STANDARDS			
Academic Counseling Programs standards Standards for organizations	Illinois State Board of Education	http://www.isbe.state.il.us/career/pdf/standards_school_counseling.pdf#search='national%20academic%20counseling%20standards'	National Standards for School Counseling Programs. This list is taken from the Occupational Outlook Quarterly, National Standards for School Counseling Programs: New Direction, New Promise, U.S. Department of Labor, Bureau of Labor Statistics, Fall 1998.
Academic Counseling Standards	American School Counselor Association	http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=240	Professional school counselors uphold the ethical and professional standards of professional counseling associations and

	(ASCA)		promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management and accountability.
Ethical standards for school counselors	American School Counselor Association (ASCA)	http://www.schoolcounselor.org/content.asp?contentid=173	ASCA's Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004.
History teaching standards	National Center For History in the Schools	http://nchs.ucla.edu/standards/dev-5-12j.html	National Standards for History
Personnel Evaluation Standards	Iowa Area Education Agencies	For direct document: http://www.iowaaea.org/evaluation/k.01-pessummary.html Developers: www.wmich.edu/evalctr/jc/	Developed by the Joint Committee for Standards on Educational Evaluation. The National Personnel Evaluation Standards were developed as voluntary standards to guide the development of quality teacher evaluation systems. These standards are based on the most current research and best practices in the field of educational evaluation and can be applied to all levels of personnel (e.g. administrator, teacher, higher education).
Reading Professionals standards	International Reading Association	www.reading.org	They cite five standards: foundational knowledge; instructional strategies and curriculum materials; assessment, diagnosis, and evaluation; creating a literate environment; and professional development. Each standard includes several elements.
School Leaders (ISLLC) Standards	Council of Chief State School Officers (CCSSO)	http://www.ccsso.org/projects/Interstate_Consortium_on_School_Leadership/ISLLC_Standards/	The Interstate School Leaders Licensure Consortium (ISLLC) was created by the National Policy Board for Educational Administration (NPBEA) to develop the Standards for School Leaders. The ISLLC Standards were written by representatives from states and professional associations during 1994-95 supported by grants from the Pew Charitable Trusts and the

			Danforth Foundation.
Science teaching standards	National Science Teachers Association	http://www.nsta.org/standards	National Science Standards.
Social Studies teaching standards	National Counsel For the Social Studies	http://www.socialstudies.org/standards/introduction/	National Standards for Social Studies.
Staff Development Standards	National Staff Development Council	www.nsd.org/standards/	Staff development (SD) standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills. SD must be results-driven, standards-based, and job-embedded. They have 12 standards that they organize under three broad categories: three under context, six under process, and three under content.
Teacher standards for highly accomplished certification	National Board for Professional Teaching Standards (NBPTS)	http://www.nbpts.org/standards/stds.cfm	Standard for teachers. All NBPTS standards are based on the National Board's <u>Five Core Propositions</u> for what accomplished teachers should know and be able to do. The standards serve as the basis for <u>National Board Certification</u> . Standards and certificate fields reflect the developmental level(s) of the students and the subject being taught (e.g., Early Childhood/Generalist, Adolescence and Young Adulthood/Mathematics, Early and Middle Childhood/Art).
Technology standards for teachers	National Education Technology Standards (NETS)	http://cnets.iste.org/currstandards/	The following sets of national standards describe what students should learn during their PreK-12 school experiences and what teachers should be able demonstrate. Professional organizations representing educational technology, mathematics,

			science, social studies, English language arts, foreign languages, information literacy, and early childhood professional preparation have developed the following standards based on national consensus.
Technology standards for teachers and administrators	The International Society for Technology in Education (ISTE)	http://www.iste.org/Template.cfm?Template=/Search/SearchDisplay.cfm	ISTE's National Educational Technology Standards (NETS) describe what students, teachers, and administrators should know and be able to do with technology to improve educational outcomes. ISTE's NETS are scalable, evidence-based educational technology standards with broad application around the globe. More than 90% of all states in the United States use NETS or a NETS derivative for educational technology planning.

IV. Organizational/Institutional Standards

Baldrige National Quality Program	National Institute of Standards and Technology (NIST)	http://www.quality.nist.gov/Education_Criteria.htm	The Baldrige Criteria for Performance Excellence provide a systems perspective for understanding performance management. They reflect validated, leading-edge management practices against which an organization can measure itself. With their acceptance nationally and internationally as the model for performance excellence, the Criteria represent a common language for communication among organizations for sharing best practices. The Criteria are also the basis for the Malcolm Baldrige National Quality Award process.
Management standards ISO 9000	International Organization for Standardization (ISO)	www.iso.org/iso/en/ISOOnline.frontpage	ISO 9000 has become an international reference for quality management requirements in business-to-business dealings. They are concerned with quality management. This means what the organization does to fulfill: the customer's quality requirements, and applicable regulatory requirements, while aiming to enhance customer satisfaction, and achieve continual improvement of its performance

			in pursuit of these objectives, and eight Quality Management Principles.
Quality Improvement	Institute of Quality Assurance	www.iqa.org	And for a perspective from across the pond...This is an organization that provides a framework for defining the current boundaries of knowledge of the quality improvement profession within the UK.
Quality in Education	American Society for Quality	www.asq.org	Specifically they list “common quality issues” in education.
Sarbanes-Oxley Act of 2002	AICPA	www.aicpa.org/info/sarbanes_oxley_summary.html	This web-site includes a summary of the Sarbanes-Oxley Act of 2002. It includes information on accounting standards, audits, financial reports, internal controls, among others.
Standards for accreditation of teacher preparation programs	National Council for Accreditation of Teacher Education (NCATE)	http://www.ncate.org/institutions/standards.asp?ch=8	The NCATE accreditation system is a voluntary peer review process that involves a comprehensive evaluation of the professional education unit (the school, college, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional school personnel). The review is based on the NCATE Unit Standards, a set of research-based national standards developed by all sectors of the teaching profession. Accreditation requires an on-site review of the unit and a review of the individual programs within the unit. Using NCATE unit standards, a group of examiners, known as the Board of Examiners (BOE), conducts an on-site visit and evaluates the unit's capacity to effectively deliver its programs.
V. RESEARCH AND EVALUATION			
AEA Guiding Principles for	American Evaluation	www.eval.org/publications	AEA has five guiding principles for evaluators: (1) Evaluators conduct

Evaluators	Association		systematic, data-based inquiries; (2) Evaluators provide competent performance to stakeholders; (3) Evaluators display honesty and integrity in their own behavior, and attempt to ensure the honesty and integrity of the entire evaluation process; (4) Evaluators respect the security, dignity and self-worth of respondents, program participants, clients, and other evaluation stakeholders; and (5) Evaluators articulate and take into account the diversity of general and public interests and values that may be related to the evaluation.
Data Quality Standards	National Science Foundation (NSF)	www.nsf.gov/policies/info_qual.jsp	NSF has developed information quality guidelines that are designed to fulfill OMB guidelines. The guidelines describe the basic standard of quality that NSF adopts including objectivity, utility, and integrity. They also discuss steps to incorporate information quality criteria into agency information dissemination practices. They also discuss influential information; transparency; reproducibility; analysis of risks to human health, safety and the environment; pre-dissemination review procedures; and the paperwork reduction act.
Personnel Evaluation Standards	Joint Committee on Standards for Evaluation	www.wmich.edu/evalctr/jc/	Edith Gummer, NWREL developed an analysis framework (Evaluation criteria for Title IIB Math/Science Projects) from the standards for program evaluation to use with NWREL's REL work.
Program Evaluation Standards	Joint Committee on Standards for Evaluation	www.wmich.edu/evalctr/jc/	Edith Gummer, NWREL developed an analysis framework (Evaluation criteria for Title IIB Math/Science Projects) from the standards for program evaluation to use with NWREL's REL work.
Programs— Program Evaluation/Qual	NW Regional Educational Laboratory	www.nwrel.org	Products are given a Level I, II, or III designation. The product level, for quality assurance purposes, is defined by the

ity Assurance of Products	(NWREL)		intended use of the product and the level of review required to ensure adequate quality assurance.
Reporting on Research Methods Standards	AERA	www.area.net	Draft standards (comment period until April 30, 2006). Includes discussion of the following Reporting Standards: problem formulation; design and logic; sources of evidence; measurement and classification; analysis and interpretation; extrapolation; ethics in reporting; and title, abstract, and headings.
Research & Development Process	NW Regional Educational Laboratory (NWREL)	www.nwrel.org	Defines Needs identification; concept development; prototype development; pilot testing; field testing; and impact study. Includes a table with purpose, data collection/sampling, research design/measurement features and timeline for product review and testing.
Research & Literature Syntheses	NW Regional Educational Laboratory (NWREL)	www.nwrel.org	Includes definition; principles; and procedural guidelines. Procedural guidelines for topic and background; literature search; inclusion criteria; coding and data extraction; synthesis methods; quality control; and findings are discussed.
Research and Analysis: Standards for High-Quality Research and Analysis	RAND	www.rand.org/standards	The Rand Corporation has 12 standards for high-quality research and analysis. These standards are grouped under two categories: nine general standards (e.g., the research problem should be well formulated) and three special standards (e.g., the research is comprehensive and integrative). Each standard is discussed.
Research Review Standards	What Works Clearinghouse (WWC)	www.whatworks.ed.gov	The WWC reviews studies in three stages. First, studies are screened for relevance to the topic area. Second, the WWC determines if the study provides strong evidence of causal validity (meets evidence standards or meets evidence standards with reservations). Third, all studies that meet the above criteria, are

			reviewed to describe other important characteristics, including intervention fidelity; outcome measures; people, settings, and timing; testing within subgroups; statistical analysis; and statistical reporting.
Standards for Educational and Psychological Testing	American Psychological Association (APA), NCME and AERA	http://www.apa.org/science/standards.html	These are the standards for educational and psychological testing developed by AERA, APA and NCME.
Student Evaluation Standards	Joint Committee on Standards for Evaluation	www.wmich.edu/evalctr/jc/	Edith Gummer, NWREL developed an analysis framework (Evaluation criteria for Title IIB Math/Science Projects) from the standards for program evaluation to use with NWREL's REL work.
VI. ETHICS			
APA ethical standards	American Psychological Association (APA)	http://www.apa.org/ethics/	At its August 2002 meeting, the APA Council of Representatives adopted a new Ethics Code. The new Code became effective June 1, 2003.
APA New Ethics Code	APA Ethics	www.apa.org/ethics/	The APA ethics code includes five principles (beneficence and nonmaleficence; fidelity and responsibility; integrity; justice; and respect for people's rights and dignity). These discuss 10 ethical standards.
Standards for subject treatments	Office for Human Research Protections (OHRP)	http://www.hhs.gov/ohrp/	Overview for the Protection of Human Subjects.